

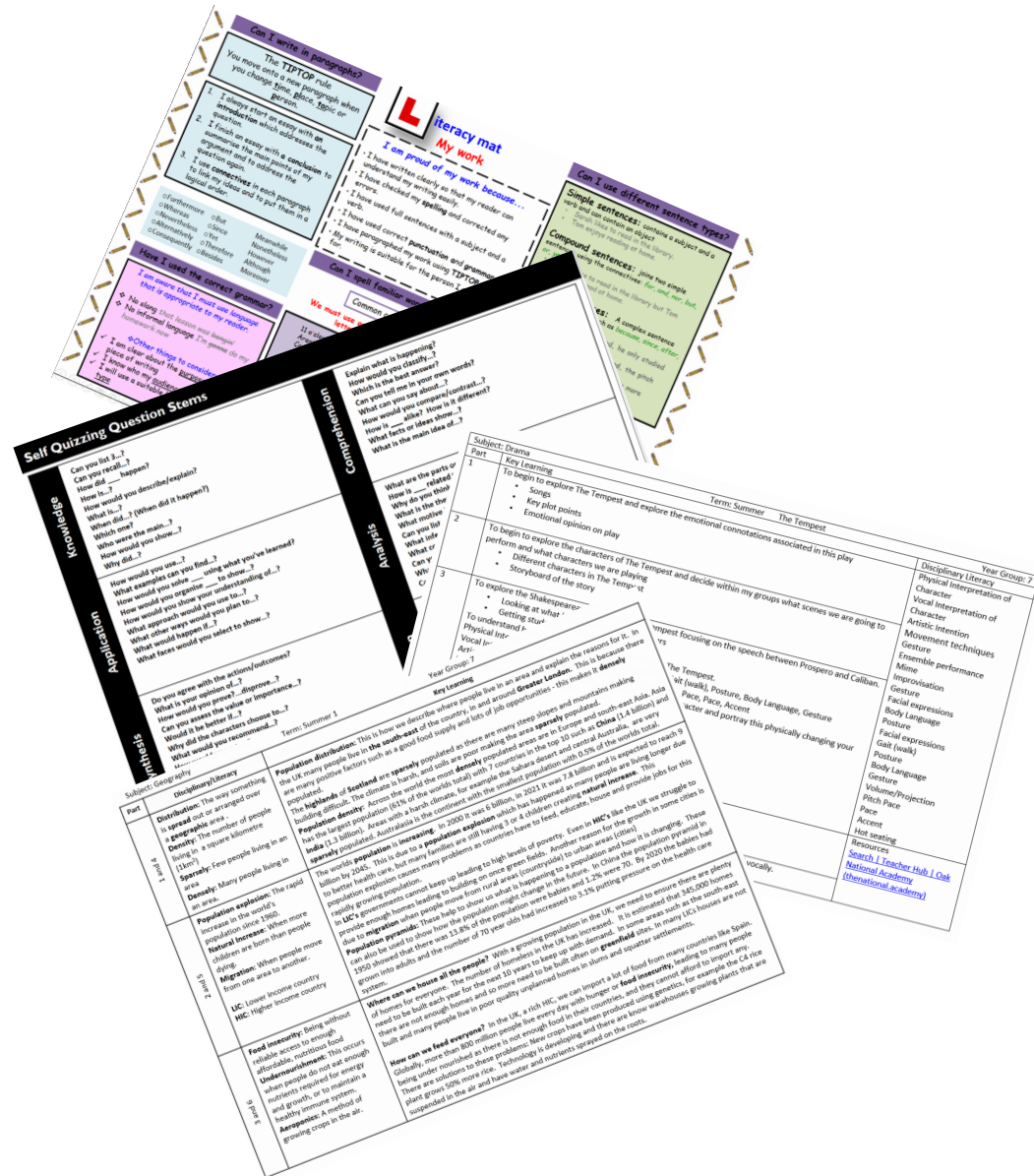
Year 8

Knowledge Organiser

Autumn 2022 - I

Contents Page

Self Quizzing/ Question Stems	3	Food Technology	20
Notes	4	Workshop	21
Literacy Mat	5	Engineering	22
Literacy Mat	6	Diary	23
English	7		
Maths	9		
Science	10		
Wellbeing	12		
Geography	13		
History	14		
French	15		
Spanish	16		
Art and Design	17		
Computing	18		
Drama	19		



Self Quizzing Question Stems

Knowledge	<p>Can you list 3...?</p> <p>Can you recall...?</p> <p>How did ____ happen?</p> <p>How is...?</p> <p>How would you describe/explain?</p> <p>What is...?</p> <p>When did...? (When did it happen?)</p> <p>Which one?</p> <p>Who were the main...?</p> <p>How would you show...?</p> <p>Why did...?</p>	Comprehension	<p>Explain what is happening?</p> <p>How would you classify...?</p> <p>Which is the best answer?</p> <p>Can you tell me in your own words?</p> <p>What can you say about...?</p> <p>How would you compare/contrast...?</p> <p>How is ____ alike? How is it different?</p> <p>What facts or ideas show...?</p> <p>What is the main idea of...?</p>
Application	<p>How would you use...?</p> <p>What examples can you find...?</p> <p>How would you solve ____ using what you've learned?</p> <p>How would you organise ____ to show...?</p> <p>How would you show your understanding of...?</p> <p>What approach would you use to...?</p> <p>What other ways would you plan to...?</p> <p>What would happen if...?</p> <p>What faces would you select to show...?</p>	Analysis	<p>What are the parts or features of ...?</p> <p>How is ____ related to ...?</p> <p>Why do you think...?</p> <p>What is the theme...?</p> <p>What motive is there...?</p> <p>Can you list the parts...?</p> <p>What inference can you make...?</p> <p>What conclusions can you draw...?</p> <p>Can you identify the different parts of...?</p> <p>What evidence can you find...?</p> <p>Can you distinguish between...?</p>
Synthesis	<p>Do you agree with the actions/outcomes?</p> <p>What is your opinion of...?</p> <p>How would you prove?...disprove...?</p> <p>Can you assess the value or importance...?</p> <p>Would it be better if...?</p> <p>Why did the characters choose to...?</p> <p>What would you recommend...?</p> <p>How would you rate...?</p> <p>How could you determine...?</p> <p>What choice would you have made...?</p> <p>Why was it better that...?</p>	Evaluation	<p>What changes would you make to solve...?</p> <p>How would you improve...?</p> <p>What would happen if...?</p> <p>Can you elaborate on the reason...?</p> <p>Can you give an alternative...?</p> <p>Can you invent...?</p> <p>How could you change or modify the plot?</p> <p>What way would you design...?</p> <p>Suppose you could ____ what would you do?</p> <p>Can you predict the outcome if...?</p> <p>Can you construct a model of...?</p>

Can I write in paragraphs?

The TIPTOP rule

You move onto a new paragraph when you change time, place, topic or person.

1. I always start an essay with an **introduction** which addresses the question.
2. I finish an essay with a **conclusion** to summarise the main points of my argument and to address the question again.
3. I use **connectives** in each paragraph to link my ideas and to put them in a logical order.

- | | | |
|----------------|------------|-------------|
| ○Furthermore | ○But | Meanwhile |
| ○Whereas | ○Since | Nonetheless |
| ○Nevertheless | ○Yet | However |
| ○Alternatively | ○Therefore | Although |
| ○Consequently | ○Besides | Moreover |

Have I used the correct grammar?

I am aware that I must use language that is appropriate to my reader.

- ❖ No slang *that lesson was bangin'*
- ❖ No informal language *I'm gonna do my homework now*

❖ Other things to consider:

- ✓ I am clear about the purpose of this piece of writing
- ✓ I know who my audience is
- ✓ I will use a suitable layout and text type



literacy mat

My work

I am proud of my work because...

- I have written clearly so that my reader can understand my writing easily.
- I have checked my **spelling** and corrected any errors.
- I have used full sentences with a subject and a verb.
- I have used correct **punctuation** and **grammar**.
- I have paragraphed my work using **TIPTOP**.
- My writing is suitable for the person I am writing for.

Can I spell familiar words accurately?

Common contractions

We must use an apostrophe to replace any letter(s) we have left out.

11 o'clock	I'd	They're	Who'll
Aren't	I'll	Wasn't	Who's
Can't	I'm	We'd	Why'd
Couldn't	Isn't	We'll	Why'll
Didn't	It'd	We're	Why's
Doesn't	It'll	Weren't	Won't
Don't	It's	What'd	Wouldn't
Hadn't	Mightn't	What'll	You'd
Hasn't	Mustn't	What's	You'll
Haven't	Shan't	When'd	You're
He'd	She'd	When'll	
He'll	She'll	When's	
He's	She's	Where'd	
How'd	Shouldn't	Where'll	
How'll	They'd	Where's	
How's	They'll	Who'd	

Can I use different sentence types?

Simple sentences: contains a subject and a verb and can contain an object

- Sarah likes to read in the library.
- Tom enjoys reading at home.

Compound sentences: joins two simple sentences using the connectives: *for, and, nor, but, or, yet, so.*

- Sarah likes to read in the library but Tom prefers to read at home.

Complex sentences: A complex sentence contains a conjunction such as *because, since, after, although, or when.*

- Because Robert felt tired, he only studied for an hour.
- Although the rain had stopped, the pitch was still water-logged.
- Paul enjoys Music, however, he is more proficient in Art.

Homophones

I have checked that I have not mixed up my homophones.

Affect/effect	Meat/meet
Bare/bear	One/won
Brake/break	Passed/past
Buy/by	Peace/piece
For/four	Practice (n)/practise (v)
Flour/flower	Read/red
Grate/great	Sea/see
Hair/hare	Sight/site
Hole/whole	Son/sun
Hour/our	To/too/two
Knight/night	Wait/weight
Know/no	Weak/week
	Wear/where

What traffic light am I?
Is my punctuation accurate?

Basics:

- ❑ Every sentence must start with a capital letter.
- ❑ Every sentence must finish with some form of punctuation: ?!
- ❑ Proper nouns need capital letters. These are **unique** people, places or things *e.g. there are many cities so 'city' doesn't take a capital letter. However there is only one London, therefore it takes a capital letter.*
- ❑ When writing titles of works such as books, films or plays:
 - Capitalise the first word
 - Capitalise any main/important words
 - Don't capitalise minor words such as 'and', 'of' or 'the' *e.g. The Sound of Music, The Wizard of Oz, Harry Potter and the Goblet of Fire*
- ❑ When writing speech:
 - ✓ Go to a new line when a different person speaks *e.g. "Good morning" said the Headteacher.*
 - ✓ Each person's speech is marked with speech marks *e.g. "Walk on the left" said Mr Mathews.*

Can I spell accurately?

- ❑ Sound out the word
- ❑ Think about how it looks
- ❑ Think about a similar word
- ❑ Is there a memory sentence for this word? (*e.g. big elephants cannot always use small exits*)
- ❑ Find the word in a list –
 - Key words list
 - Frequently used words list
 - Your own word bank
- ❑ Look it up in a dictionary/spellchecker
- ❑ Ask a friend or teacher
- ❑ To learn it: look, cover, write, check
- ❑ Once you've solved it, add the correct spelling to your own word bank.



literacy mat

Can I use punctuation?

The Apostrophe

I always aim to use apostrophes correctly.

There are two main reasons why we use apostrophes: for **possession** and to **replace a letter or letters**

Note: Apostrophes are NEVER used to denote plurals

Full stop	.	indicates that a sentence has finished
Comma	,	indicates a slight pause in a sentence, separates clauses in a complex sentence and items in a list
Question mark	?	goes at the end of a question
Exclamation mark	!	goes at the end of a dramatic sentence to show surprise or shock
Apostrophe	'	shows that letter(s) have been left out or indicates possession
Speech marks	" "	indicate direct speech, the exact words spoken or being quoted
Colon	:	introduces a list, a statement or a quote in a sentence
Semicolon	;	separates two sentences that are related and of equal importance
Dash / hyphen	-	separates extra information from the main clause by holding words apart
Brackets	()	can be used like dashes, they separate off extra information from the main clause
Ellipsis	...	to show a passage of time, to hook the reader in and create suspense

Apostrophe for Possession

(To show that something belongs to another)

If a single thing/person owns anything, add an apostrophe + 's'.

- The dog's bone
- The boy's homework
- Jones's bakery
- Yesterday's lesson

However, if it is plural (more than one), an apostrophe comes after the 's'.

- The dogs' bones
- The boys' homework
- Joneses' bakeries (lots of Jones families)
- Many websites' content is educational

There/ their/ they're

Note: special care must be taken over the use of **there**, **their** and **they're** as they sound the same but are used quite differently:

- ❖ **There** shows position *Your seat is over there*
- ❖ **Their** shows that 'they' own something *Their blazers are navy blue*
- ❖ **They're** is short for **they are** as in *They're revising every day*

ITS

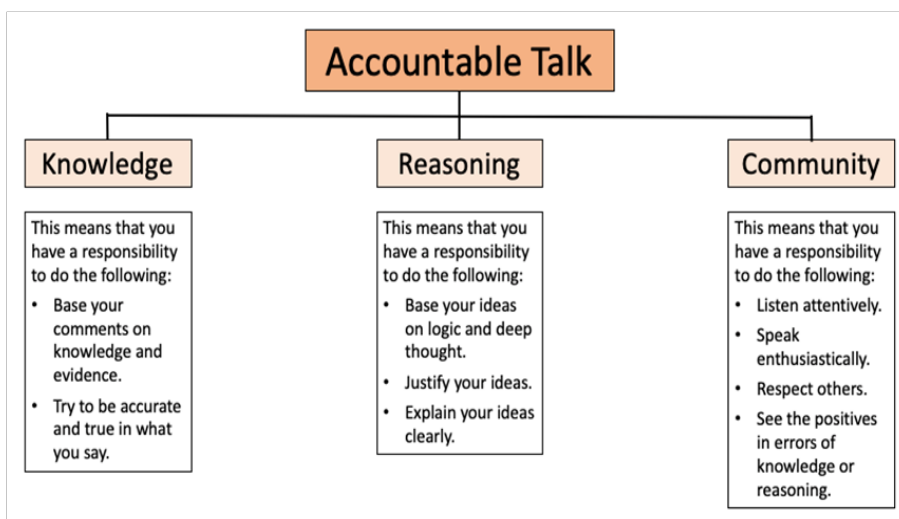
Note: **its**, which shows that something owns something (like our, his etc), **does not** take an apostrophe: *the dog ate its bone and we ate our dinner*

Your/ you're

Note: special care must be taken over the use of **your** and **you're** as they sound the same but are used quite differently:

- ❖ **Your** is possessive as in *this is your pen*
- ❖ **You're** is short for you are as in *you're coming over to my house*

Y8 Unit 1: 'Fear: Being Human' – Knowledge Organiser



Stands for...



GOAL



AUDIENCE



TYPE



CRAFT

Gothic Conventions

Supernatural

Fear/tension

Involves past

Trapped

Spooky setting

Gloomy

Mystery



Creative Writing and Literature

Creative writing is writing as art.

Just like other types of art, it is an attempt by the creator to convey thoughts, feelings, experiences, and/or truths about human existence (i.e. the human condition) in an imaginative, entertaining and powerful way.

Literature is creative writing that is recognised for its artistic value.

Literature usually means works of poetry, drama and prose fiction that are especially well written.

Quality description

When we craft **good quality** descriptive writing, we write with the goal of creating a **vivid** experience for our readers.

Great writing draws you into it and is, on some level, enjoyable.

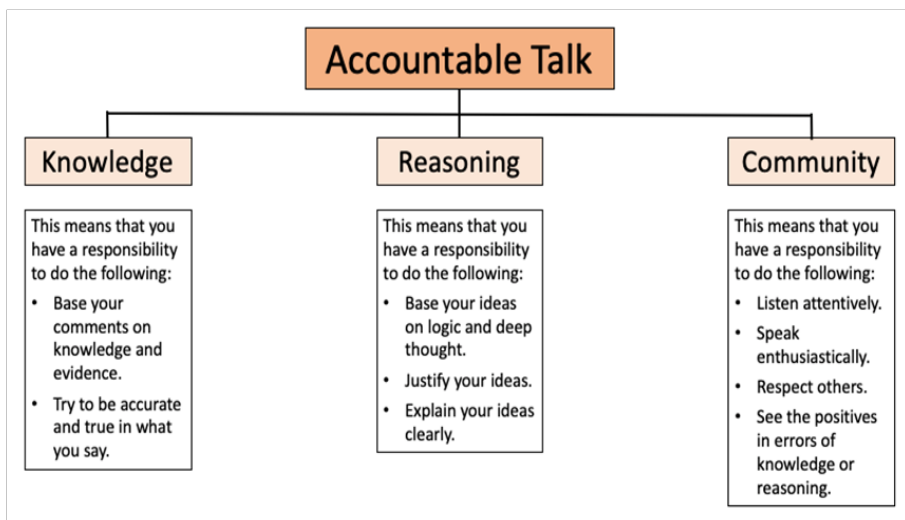
The writer's toolkit

Content: what the writer chooses to include in a text (and what they leave out!)

Language: which words the writer has selected; what techniques they have used; how they have shaped their sentences; what tone the writer uses

Structure: how the writer has organised and put together their text.

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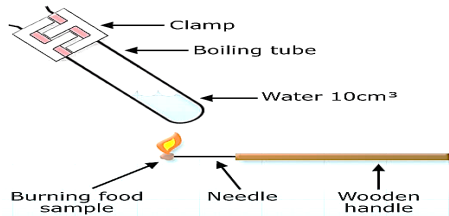
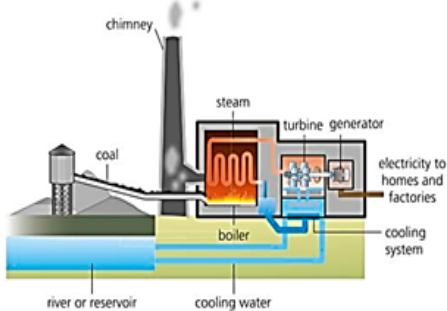

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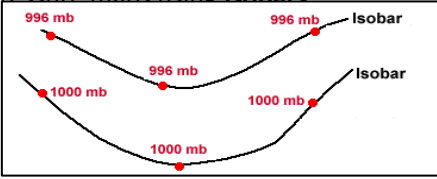
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Part	Key Learning			
Manipulating Terms	Keyword	Definition	Examples	
	Expression	Numbers, symbols and operators (such as + and ×) grouped together that show the value of something.	$2 + 3$ $3x - 1$ $14y(x - 7)$	NOT $2 + 3 = 5$ NOT $33 = 8x + 1$ NOT y
	Term	A term is either a single number or variable, or numbers and variables multiplied together. Terms are separated by + or – signs, or sometimes by divide.		
	Coefficient	A number used to multiply a variable. Variables with no number have a coefficient of 1. Sometimes a letter stands in for the number.	$6z$ means 6 times z , and " z " is a variable, so 6 is a coefficient. x is really $1x$ In $ax^2 + bx + c$, " x " is a variable, and " a " and " b " are coefficients	$\frac{x}{4}$ is the same as $\frac{1}{4}x$ so the coefficient would be $\frac{1}{4}$
	Variable	A symbol for a value we don't know yet. It is usually a letter like x or y .	In $x + 2 = 6$, x is the variable.	
	Constant	A fixed value. In Algebra, a constant is a number on its own, or sometimes a letter such as a , b or c to stand for a fixed number.	in " $x + 5 = 9$ ", 5 and 9 are constants.	
	Like Term	Terms that include the same variable raised to the same power are like terms. They can be added together	$7x$ and $2x$ are like terms because they are both " x ". $3x^6$ and $-2x^6$ are like terms because they are both " x^6 ".	But $7x$ and $7x^2$ are NOT like terms (the powers are different), they are unlike terms.
Simplifying Expressions	Keyword	Definition	Examples	
	Substitution	Replacing letters with values		
	Expanding	Removing brackets by multiplying	To expand $3(a + b)$ we multiply 3 by $(a + b)$ to get $3a + 3b$	
	Factorising	Finding what to multiply to get an expression	$2y + 6 = 2(y + 3)$, so the factors of $2y + 6$ are: 2 and $(y + 3)$	
	Simplify	Process of replacing a mathematical expression by an equivalent one, that is simpler (usually shorter)	$3x + 7x + 10x - 2x = 18x$ $4y + 2x - 3y + 9x + y = 2y + 11x$	

Part	Key Learning			Disciplinary/Literacy																														
1	Energy is needed for life processes such as: <ul style="list-style-type: none">• growth and repair• movement• control of body temperature in mammals	Muscle cells carry out lots of respiration, so they contain large amounts of mitochondria.	<table><tr><th></th><th>Aerobic</th><th>Anaerobic</th></tr><tr><td>Needs oxygen?</td><td>Yes</td><td>No</td></tr><tr><td>Needs glucose?</td><td>Yes</td><td>Yes</td></tr><tr><td>Product(s) formed</td><td>Carbon dioxide and water</td><td>Lactic acid</td></tr></table>		Aerobic	Anaerobic	Needs oxygen?	Yes	No	Needs glucose?	Yes	Yes	Product(s) formed	Carbon dioxide and water	Lactic acid	<table><tr><th colspan="2">TIER 3 KEYWORDS</th></tr><tr><td>Aerobic respiration</td><td>Breaking down glucose with oxygen to release energy and producing carbon dioxide and water.</td></tr><tr><td>Anaerobic respiration</td><td>Releasing energy from the breakdown of glucose without oxygen, producing lactic acid (in animals) and carbon dioxide (plants and microorganisms).</td></tr><tr><td>Biotechnology</td><td>The use of biological processes or organisms to create useful products.</td></tr><tr><td>Fermentation</td><td>A type of anaerobic respiration in which glucose is converted to ethanol, carbon dioxide and energy.</td></tr><tr><td>Haemoglobin</td><td>The substance in blood that carried oxygen around the body.</td></tr><tr><td>Oxygen debt</td><td>Extra oxygen required after anaerobic respiration to breakdown lactic acid.</td></tr><tr><td>Plasma</td><td>Liquid that transports blood cells and other materials around the body.</td></tr></table>			TIER 3 KEYWORDS		Aerobic respiration	Breaking down glucose with oxygen to release energy and producing carbon dioxide and water.	Anaerobic respiration	Releasing energy from the breakdown of glucose without oxygen, producing lactic acid (in animals) and carbon dioxide (plants and microorganisms).	Biotechnology	The use of biological processes or organisms to create useful products.	Fermentation	A type of anaerobic respiration in which glucose is converted to ethanol, carbon dioxide and energy.	Haemoglobin	The substance in blood that carried oxygen around the body.	Oxygen debt	Extra oxygen required after anaerobic respiration to breakdown lactic acid.	Plasma	Liquid that transports blood cells and other materials around the body.
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2	AEROBIC RESPIRATION <ul style="list-style-type: none">• Occurs inside the mitochondria.• A chemical reaction that transfers energy from organic molecules in food to your cells. The waste products are carbon dioxide and water.• NOTE: Respiration is NOT breathing.		Which organism respire anaerobically? <ul style="list-style-type: none">• Animals normally respire aerobically. During vigorous exercise, they switch to anaerobic respiration.• Plants also respire aerobically. If the oxygen supply runs out (e.g. when the soil gets waterlogged), plants will switch to aerobic respiration in their roots.• Some microorganism respire anaerobically. This allows them to survive in environments with no or very little oxygen (e.g. gut bacteria).																															
3	How does glucose get into the cells? <p>Glucose is found in food. Once the food is digested, glucose molecules are absorbed into the bloodstream and then transported around the body in the blood. Glucose dissolves in plasma and can diffuse into cells for respiration.</p>		FERMENTATION <p>The anaerobic respiration of yeast is used to make beer and wine.</p> <p>In this case, the yeast respire without oxygen and produces alcohol (ethanol). This process is known as fermentation.</p> <p>Yeast converts the sugar into alcohol by anaerobic respiration:</p> <div>glucose → carbon dioxide + ethanol (+ energy)</div>																															
4	How does oxygen get into the cells? <p>Oxygen from the air diffuses into the bloodstream. Oxygen binds to haemoglobin in the red blood cells and gets carried around the body in the blood vessels. It then diffuses into the cells.</p>																																	
5	How does carbon dioxide leave the body? <p>Carbon dioxide produces diffuses out of the cells and into the blood plasma. The blood transports it to the lungs, where it diffuses into the air sacs and then exhaled.</p>																																	
6	ANAEROBIC RESPIRATION <ul style="list-style-type: none">• Anaerobic respiration takes place when there is not enough oxygen for aerobic respiration.• It happens during strenuous exercise like sprinting.• The lactic acid produced causes painful cramps in the muscles.• Breathing heavily after exercise, allows extra oxygen to break down the lactic acid (oxygen debt).• Energy from anaerobic respiration is LESS than the energy from aerobic respiration.		YEAST <ul style="list-style-type: none">• A microorganism used in the production of bread and many alcoholic drinks. They are made by fermentation.• Enzymes present in yeast speed up fermentation. The enzymes work best in warm conditions.																															
				How do you make beer and wine? <ul style="list-style-type: none">• Wine is made when yeast is used to ferment grape sugar.• Beer is made when yeast is used to ferment sugar in malted barley. <table><tr><td>Plant sugar is added to a large container – often the plant needs to be crushed.</td><td>Yeast is added to ferment the sugar into alcohol.</td><td>The container is sealed to keep out oxygen and other microorganisms.</td></tr><tr><td>The mixture is left until the sugar has fermented into alcohol.</td><td>Sediment is removed from the liquid, often by filtration.</td><td>The liquid is bottled or put into barrels, ready for use.</td></tr></table>			Plant sugar is added to a large container – often the plant needs to be crushed.	Yeast is added to ferment the sugar into alcohol.	The container is sealed to keep out oxygen and other microorganisms.	The mixture is left until the sugar has fermented into alcohol.	Sediment is removed from the liquid, often by filtration.	The liquid is bottled or put into barrels, ready for use.																						
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1	<p>ENERGY IN FUEL</p> <ul style="list-style-type: none">Energy is stored in food and fuel.Energy in fuel is used to heat homes and cook food.Fuel is also burnt in power stations to produce current in order for electrical appliances to work at home.			<table><tr><th>Tier 3 KEYWORDS</th><th>DEFINITION</th></tr><tr><td>Chemical energy store</td><td>Emptied during chemical reactions when energy is transferred to surroundings; e.g. burning fuel.</td></tr><tr><td>Dissipation</td><td>Becoming spread out wastefully to the surroundings.</td></tr><tr><td>Elastic energy store</td><td>Filled when a material is stretched or compressed; e.g. stretching a spring.</td></tr><tr><td>Energy</td><td>Energy is needed to make things happen.</td></tr><tr><td>Energy resources</td><td>Something with stored energy that can be released in a useful way.</td></tr><tr><td>Fossil fuels</td><td>Non-renewable energy resource formed from dead animals and plants, millions of years ago. E.g. coal, oil and natural gas.</td></tr><tr><td>Gravitational potential energy store</td><td>Filled when an object is raised; e.g. book on a shelf or when climbing a ladder.</td></tr><tr><td>Joules</td><td>The unit of energy, symbol J 1 kilojoule (kJ) = 1000 J</td></tr><tr><td>Kilowatt hour</td><td>The unit of energy used by electricity companies, symbol kWh.</td></tr><tr><td>Kinetic energy store</td><td>Filled when an object speeds up/ moves; e.g. when a car accelerates.</td></tr><tr><td>Law of conservation of energy</td><td>Energy cannot be created or destroyed, only transferred between stores.</td></tr><tr><td>Non-renewable</td><td>An energy resource that cannot be replaced and will be used up, such as coal, oil or gas, or nuclear.</td></tr><tr><td>Power</td><td>How quickly energy is transferred by a device (watts).</td></tr><tr><td>Renewable</td><td>An energy resource that can be replaced and will not run out; e.g. solar, wind, waves, geothermal and biomass.</td></tr><tr><td>Thermal energy store</td><td>Filled when an object is warmed up; e.g. heating water in a kettle.</td></tr><tr><td>Watts</td><td>The unit of power, symbol W 1 kilowatt (kW) = 1000 W</td></tr></table>		Tier 3 KEYWORDS	DEFINITION	Chemical energy store	Emptied during chemical reactions when energy is transferred to surroundings; e.g. burning fuel.	Dissipation	Becoming spread out wastefully to the surroundings.	Elastic energy store	Filled when a material is stretched or compressed; e.g. stretching a spring.	Energy	Energy is needed to make things happen.	Energy resources	Something with stored energy that can be released in a useful way.	Fossil fuels	Non-renewable energy resource formed from dead animals and plants, millions of years ago. E.g. coal, oil and natural gas.	Gravitational potential energy store	Filled when an object is raised; e.g. book on a shelf or when climbing a ladder.	Joules	The unit of energy, symbol J 1 kilojoule (kJ) = 1000 J	Kilowatt hour	The unit of energy used by electricity companies, symbol kWh.	Kinetic energy store	Filled when an object speeds up/ moves; e.g. when a car accelerates.	Law of conservation of energy	Energy cannot be created or destroyed, only transferred between stores.	Non-renewable	An energy resource that cannot be replaced and will be used up, such as coal, oil or gas, or nuclear.	Power	How quickly energy is transferred by a device (watts).	Renewable	An energy resource that can be replaced and will not run out; e.g. solar, wind, waves, geothermal and biomass.	Thermal energy store	Filled when an object is warmed up; e.g. heating water in a kettle.	Watts	The unit of power, symbol W 1 kilowatt (kW) = 1000 W
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Thermal energy store	Filled when an object is warmed up; e.g. heating water in a kettle.																																						
Watts	The unit of power, symbol W 1 kilowatt (kW) = 1000 W																																						
2	<p>ENERGY IN FOOD</p> <ul style="list-style-type: none">Different foods are stores of different amounts of energy.When you are asleep your body needs energy for keeping warm and breathing.Children need more energy than adults so their brain, bones and muscles can grow.If you take in more energy than you need, your body will store it as fat to use in the future.																																						
3	<p>PRACTICAL: Releasing energy in food</p> 																																						
4	<p>Once the food stops burning, the water should be stirred with the thermometer and the temperature recorded. By recording the temperature increase in the water, you can work out how much energy the food contains.</p>																																						
5	<p>Energy can be dissipated/ wasted due to friction (energy transferred to a thermal store / sound) or when objects get hot and transfer energy to anything at a lower temperature. The efficiency of an appliance can be calculated by:</p> $\text{Efficiency} = \frac{\text{Useful Energy Output}}{\text{Energy Input}} \times 100\%$																																						
6	<p>Energy can be dissipated/ wasted due to friction (energy transferred to a thermal store / sound) or when objects get hot and transfer energy to anything at a lower temperature. The efficiency of an appliance can be calculated by:</p> $\text{Efficiency} = \frac{\text{Useful Energy Output}}{\text{Energy Input}} \times 100\%$																																						
<p>POWER STATIONS burn coal and gas,</p>  <ol style="list-style-type: none">Fuel is burnt in a furnace to heat water in the boiler.The water turns to steam; this turns a turbine.The turbine turns a generator which generates electricity. <ul style="list-style-type: none">☺ Fossil fuels are reliable and produce lots of electricity.☹ Release carbon dioxide and contribute to global warming.☹ Produce pollutants; sulfur dioxide, nitrogen oxides and particulates.				<p>ENERGY STORES:</p> <ol style="list-style-type: none">ChemicalThermalElasticKineticGravitational potentialNuclearMagneticElectrostatic <p>(<i>Revision tip: use the first letter of each store to write a mnemonic to help you remember them</i>).</p> <p>Energy is transferred by:</p> <ol style="list-style-type: none">HeatingMechanically (by movement/ change in position)Electric currentWaves (sound & light)																																			
<p>RENEWABLE RESOURCES</p>  <ul style="list-style-type: none">☺ No carbon dioxide released☺ May be free to use (wind and Sun)☹ Equipment may be expensive☹ Can be unreliable (weather/ time of day dependent)				<p>REDUCING ENERGY USE</p> <ol style="list-style-type: none">Use fewer appliances.Use appliances with a lower power rating.Use appliances for fewer hours.Insulate the home; this reduces the rate at which energy is transferred to surroundings; reducing need to heat the house.Governments can raise awareness; this will make fuel last longer and benefit the environment.																																			
<p>ENERGY AND POWER</p> <p>The power rating of an appliance tells you <i>how much energy is transferred per second</i> – the rate of energy transfer.</p> <p>Power (W) = energy (J) ÷ time (s)</p> <p>You can calculate the cost of using an appliance at home using the equation: cost = power (kW) x time (hours) x price (per kWh)</p> <p>NOTE: You may need to convert units when completing calculations.</p>																																							



Part	Key Learning	Disciplinary/Literacy
1	Why do people believe different things? The influence of culture, heritage and media. Are there good reasons to believe in the paranormal?	Superstition :a widely held but irrational belief in supernatural influences. Ghost: an apparition of a dead person. Vegetarianism : the practice of not eating meat or fish Paranormal: phenomenon that are beyond the scope of normal scientific understanding
2	How do the beliefs of the ancient world influence us today? Why did ancient people associate 'good' things with the heavens and 'bad' things with beneath the Earth?	Kistvaen (Cist) = a box tomb (fairly common on Dartmoor) Creation myths = various superstitions and beliefs from different cultures about how the world/universe began. The Parthenon – a temple built on the hill of the Acropolis at Athens –dedicated to Athena (around 500 BCE)
3	An Eastern view of the afterlife – Buddhism. An introduction to the Buddhist World View and their understanding of reality. Who was the Buddha – What does it mean that he became 'Enlightened'?	Reincarnation: the belief that one's spirit or soul is reborn in another person or animal after death. The Buddha: The <i>Enlightened</i> or <i>Awakened One</i> . Delusion: something that is believed to be true that is actually false or unreal.
4	An Eastern view of the afterlife – Sikhism Understanding the importance of our actions. What is most important...body or soul?	Reincarnation: the belief that one's spirit or soul is reborn in another person or animal after death. Karma: is an action and the effect or consequences of that action. Mukti: the idea of spiritual liberation. Guru Granth Sahib: Sikh holy book Hukam – the will of Waheguru (God).
5	A code to live by – The Noble Eightfold Path. Why are rules important? Is suffering caused by our wants and cravings?	The Noble Eightfold Path: a set of 'rules' or guidance that helps a believer on the road towards Nirvana. The Four Noble Truths: 1 – Life is full of suffering; 2 - the cause of suffering is our wants and desires; 3 – to end our suffering we need to stop wanting; 4 – To stop wanting we need to follow the Noble Eightfold Path..
6	A code to live by – The 5 K's of Sikhism Do the 5 K's matter? The importance of symbols.	Monotheist: someone who believes in only one God. Polytheist: someone who believes in many gods. The 5 Ks are 5 physical symbols showing the Sikh is devoted to the teachings of the Guru: <i>kesh</i> (uncut hair), <i>kara</i> (steel bracelet), <i>kanga</i> (wooden comb), <i>kaccha</i> (cotton underwear, <i>kirpan</i> (steel sword).

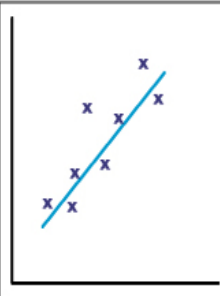
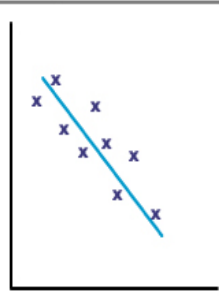
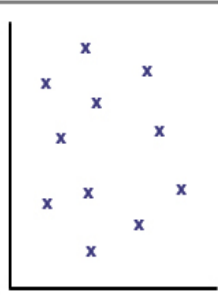
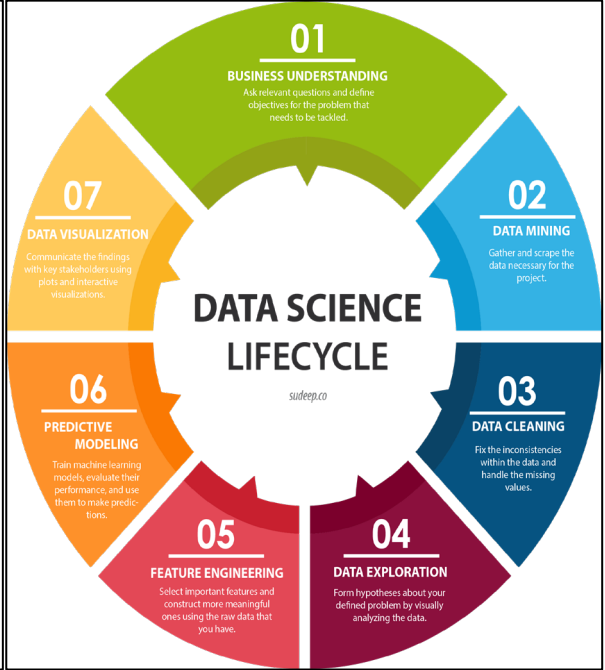
Part	Disciplinary/Literacy	Key Learning
1 and 4	<p>Weather: Is what the atmosphere outside is like day to day e.g. 'Its rainy today'.</p> <p>Climate: Is the long-term average.</p> <p>'The summers are really hot there'.</p> <p>The Jet Stream: A fast flowing air current which can affect the weather which stays over the UK</p>	<p>Our climate comes from the global atmospheric circulation of air. This is where warm air rises at the equator, it cools forms clouds, and it rains. This cold air then flows away from the equator toward the tropics where it falls. Once the air reaches the ground it is then sucked back to the equator. This circular movement of air happens in a cell. There are 3 cells, Hadley, Ferrell, Polar.</p> <p>The Jet stream also affects our climate. This high band of fast-moving air will pull warm air up from the Equator resulting in warm weather. When it is south of the UK it will cause cold air to come down from the polar regions. The UK gets it weather from different air masses. Air picks up the characteristics of the area it travels over. If air travels over water, it is wet. If it travels over land, it is dry. If it comes from the north, it is cold, warm if it comes from the south.</p> <p>The reasons for different temperatures across the UK are;</p> <ol style="list-style-type: none"> Latitude – the closer to the equator the warmer it will be due to the increase in intensity of the sun's rays. Altitude – the higher the land the lower the temperature due to fewer air molecules. Temperature decreases by 1°C per 100m in height.
2 and 5	<p>Pressure: When air falls it pushes down on us creating high pressure.</p> <p>Anticyclone: High pressure circles in a clockwise direction</p> <p>Precipitation: Water droplets falling from the clouds in the form of rain, snow, sleet and mist.</p>	<p>The UK is affected by high and low pressure. High pressure happens when cold air is sinking. Imagine the amount of air pushing down on your head is getting heavier creating more pressure. Low pressure happens when warm air is rising. Where air is falling we experience an anticyclone, the air moves in a clockwise direction. This brings clear skies as no clouds can form. In the summer it means it is warm due to the sun's rays. In winter it is cold and there will be frosts overnight.</p> <p>The UK experiences 3 types of rainfall.</p> <p>The first is relief which happens where there are areas of high land: 1. Warm, wet air is forced over the high land. 2. As the air rises it cools, condenses, forms cloud and precipitation occurs. 3. The drier air descends. 4. There is a rain shadow</p> <p>The second is convictional: 1. The sun heats the air and it rises. 2. The air cools, condenses. 3. This forms clouds. 4. This creates heavy storms often with thunder and lightening.</p> <p>The final type is frontal. 1. Warm air and cold air meet. 2. The warm air is forced over the cold air. 3. The air cools and condenses forming clouds. 4. Precipitation occurs.</p>
3 and 6	<p>Isobars: Lines which join areas of equal pressure on a weather map.</p> <p>Microclimate: A local set of atmospheric conditions that differ from those in the surrounding areas, often affected by mountains, trees, buildings.</p> <p>Heat islands: Urban areas that experience higher temperatures than outlying areas.</p>	<p>When measuring the weather meteorologists collect rain data using a <u>rain gauge</u>. Temperature is also collected using a <u>thermometer</u>. Wind direction and strength is measured using a <u>wind gauge</u>. Pressure is measured using a <u>barometer</u>.</p> <p>Climate data is presented using a climate graph which shows the average rainfall and temperature for each month across a year. The line graph shows temperature, the bar graph shows rainfall.</p> <p>Pressure is shown on pressure maps using isobars</p>  <p><u>Factors affecting microclimates</u></p> <ol style="list-style-type: none"> Physical features – Trees provide shade, water like lakes and streams have a cooling effect. Buildings – give off heat meaning that temperatures will be warmer around them. They also change wind speed and direction. Surface – the colour of the ground affects temperature, dark surfaces like tarmac will be warmer. Aspect – this is the direction somewhere faces. South facing slopes in the UK are warmer than north facing slopes. <p>Heat islands are created because structures such as buildings, roads, and other infrastructure absorb and re-emit the sun's heat more than natural landscapes such as forests and water bodies</p>

Part	Disciplinary/Literacy	Key Learning
1 and 4	<p>Colony - A colony is the area controlled by the “mother country.”</p> <p>Economic - the use of a country’s resources</p> <p>Commerce - Trading in buying and selling products</p> <p>Consumerism - Buying of goods</p>	<p>The British Empire (An empire is a collection of tribes, regions, territories, states or even countries that are ruled over and controlled by one leader or “mother” country) comprised of Britain, the 'mother country', and the colonies, countries ruled to some degree by and from Britain. In the 16th century Britain began to establish overseas colonies. By 1783, Britain had built a large empire with colonies in America and the West Indies. The empire was built for a variety of reasons including military, economic and social factors. Niall Ferguson claims that, “The British Empire began as a primarily economic phenomenon; its growth powered by commerce and consumerism. The demand for sugar drew merchants to the Caribbean. The demand for spices, tea and textiles drew them to Asia.</p>
2 and 5	<p>Trade – The action of buying and selling goods and/or services</p> <p>Enslaved – To force someone to remain in a bad situation</p> <p>Trading posts - A store or small settlement established for trading, typically in a remote place.</p>	<p>Between 1497 and 1763, English seamen reached places Europeans had not previously been. Britain then set up colonies and used them to trade all over the world. However, the British used violence to take over these lands, many people were enslaved as a result of the expansion of the empire. In 1497, only five years after Christopher Columbus sailed to the Caribbean the Italian explorer John Cabot, with the approval of Henry VIII and financed by English merchants, reached Canada. The first English colonies were formed in North America - in 1585, Sir Walter Raleigh organised a small settlement at Roanoke in Virginia, but it failed and in 1607, the Virginia Company founded a permanent colony at Jamestown in Virginia. After 1612, the East India Company began to build up a small empire of trading posts in India.</p>
Part 3 and 6	<p>Political inequality – Political inequality is when certain individuals or groups have greater influence over political decision-making and benefit from unequal outcomes through those decisions</p> <p>Culture – all the ways of life including arts, beliefs and institutions of a population that are passed down from generation to generation.</p>	<p>In the century 1815–1914, 10 million square miles of territory and 400 million people were added to the British Empire. By the time of the British Empire Exhibition of 1924, Britain controlled a worldwide empire which covered a fifth of all the land in the world. Many British people at the time took great pride in the British Empire and their power. However, this was not a view shared by the people of the colonised lands. Many people living in British colonies faced political inequality and economic inequality and the decline of their culture and religion. In India, the rule of the Mughal dynasty which had lasted since the 1500s came to an end in 1857. In Australia, violence, disease and inequality contributed to a decline in the native Australian population by 90% by the 1920s. On the continent of Africa there was a ‘scramble’ by various European nations in the late 1800s to try to gain as much territory as possible. Some territorial gains were driven by individuals such as Cecil Rhodes whose role in Empire has come under greater scrutiny in the last few years.</p>



Part	Key Learning: Ce que j'aime regarder						Resources	
1	Give an opinion		Adverbs of frequency		TV programmes		Justifications	
	J'aime J'aime beaucoup Je déteste J'adore Je dois avouer que Je dirais que Selon moi A mon avis J'évite de regarder J'essaie de regarder	I like I really like I hate I love I must admit that I would say that According to me In my opinion I avoid watching I try to watch	je regarde je ne regarde pas toujours souvent fréquemment de temps en temps quelquefois rarement je ne regarde jamais	I watch I don't watch always often frequently from time to time sometimes rarely I never watch	une émission une émission de sport une émission musicale un jeu télévisé un feuilleton un documentaire les informations la météo mon émission préférée une série un dessin animé	a programme a sports programme a music programme a TV gameshow a soap a documentary the news the weather my favourite programme a series a cartoon	c'est amusant c'est génial c'est marrant c'est déprimant c'est barbant c'est nul c'est intéressant c'est une perte de temps c'est captivant ça va être c'était effrayant	it is fun it is great it is funny it is depressing it is boring it is rubbish it is interesting it is a waste of time it is enthralling it is going to be it was scary
3	More opinions: Je suis fan de... <i>I am a fan of...</i> Je suis passionnée de... <i>I am passionate about...</i> J'ai un passion pour... <i>I have a passion for...</i>		Expressions of Time: normalement/ d'habitude <i>normally/usually</i> parfois <i>occasionally</i> quelquefois <i>sometimes</i> touts les semaines <i>every week</i> une fois par semaine <i>once a week</i>					
4	Normalement (normally)		Un documentaire (a documentary)					
5	Quand il pleut (when it is raining)	J'ai une passion pour (I have a passion for)	Un dessin animé (a cartoon)	Puisque (since)	Je crois que c'est (I believe that it is)	Vraiment (truly)		
	En famille (With my family)	Je regarde (I watch)	Un feuilleton (a soap)	Vu que (given (seen) that)	Je trouve que c'est (I find that it is)	Très (very)	émouvant (moving)	
6	Entre copains (Between friends)	Je ne suis pas fan de (I am not a fan of)	Une émission de variété (an entertainment programme)	mais (but)	Selon moi c'est (according to me it is)	Assez (quite)	Captivant (captivating)	
	A 22 heures (At 22 pm)	Je déteste regarder (I hate watching)	La météo (the weather forecast)			Trop (too)	Ennuyeux (boring)	
	Après le collège (After school)		Les informations (the news)			Plutôt (rather)		
	De temps en temps (From time to time)							




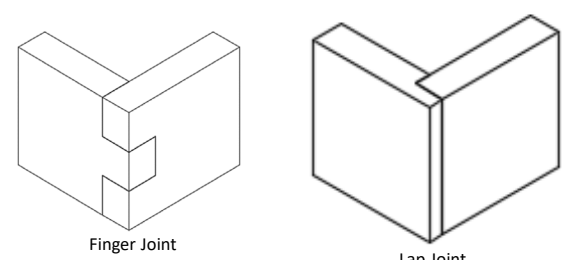
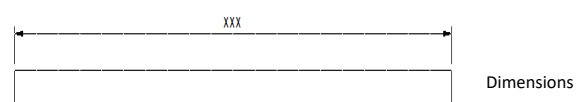



Part	Key Learning: ¿Qué haces en tu tiempo libre? <i>What do you do in your free time?</i>							Resources
1	Subordinator Start Siempre – always Todos los días – all the days A menudo – often A veces – at times De vez en cuando – from time to time Cada semana – Each week Por la mañana – in the morning	Verb Suelo... I usually Tengo que... I have to Quiero ... I want Voy a ... I'm going to	Opinion me gusta - it pleases me no me gusta - it doesn't please me me encanta me chifla me flipa me mola me apasiona me alegra - it happens me no aguanto odio Si fuera posible, me gustaría... If it were possible, I'd like to... Cuando sea mayor, me gustaría... When I'm older, I'd like to...	Infinitive Verb bailar – to dance nadar – to swim leer - to read sacar fotos –to take photos salir con mis amigos – to go out with my friends ver la tele – to watch TV escuchar música – to listen to music chatear en línea – to chat online navegar por internet – to surf the internet tocar la guitarra – to play the guitar hacer deporte – to do sport jugar al fútbol – to play football jugar al baloncesto – to play basketball		Adjective guay – cool divertido – fun aburrido – boring emocionante –exciting guay/chulo – cool increíble – incredible relajante – relaxing sano - healthy caro – expensive entretenido – entertaining un rollo – a pain la leche – awesome	Agreeing/ disagreeing Estoy de acuerdo I am in agreement Pienso igual I think the same Tienes razón (You have reason) = you're right Claro que sí Clearly yes No estoy de acuerdo I'm not in agreement No tienes razón You're not right ¡Qué tontería What nonsense	 https://quizlet.com/555653336/year-7-five-keys-flash-cards/ Phonics 
2								
3								
4								
5	Conjunctions: A word that connects two shorter sentences together.	Examples: Pero but Y and Sin embargo however Aunque although Ademas what's more	Comparison: When you compare two things using an adjective to say if something is more than, less than or as...as the other.		Examples: Más + adj +que more than Menos + adj + que less than Tan + como as ...as e.g. más emocionante que more exciting	<div>Days of the week lunes Monday martes Tuesday miércoles Wednesday jueves Thursday viernes Friday sábado Saturday domingo Sunday</div>		
6	Future: The tense that describes actions that “are going to happen” in the future		Voy a + infinitive verb I am going to Vamos a + infinitive verb we are going to e.g. voy a comer I am going to eat		Exclamations! ¡Qué interesante! How interesting! ¡Qué suerte! – How lucky! ¡Qué lío! What a mess!		¡Qué vergüenza! – How embarrassing! ¡Qué aburrido! How tedious/boring! ¡Qué lástima! What a shame! ¡Qué pesadilla! What a nightmare! ¡Qué raro! – How weird ¡Qué rollo! – What a pain!	






Week	AO	Key Learning - Landscape	Disciplinary literacy	Definition	Resources
1	3	Using the KO in Art and Design Observational drawing HPS – Hold, Pressure, Speed FORMAL ELEMENTS; COLOUR, SPACE, LINE, PATTERN, TEXTURE, SHAPE, FORM, TONE	Media/medium	the materials and tools used by an artist to create a piece of art.	 iPad : Digital : works David Hockney
			Technique	the skill in which an artist uses tools and materials to create a piece of art.	
2&3	1	Artist research Hockney drawing and painting landscapes Appropriate background wash and title 5 images in colour (for HWK) 5 facts about the artist 5 keywords What does the artist do? How does the artist do it? Your comments Experiments in the style of the artist	Tone	refers to the lightness and darkness of an object to show it is solid subject, and to create depth.	Sketchbook Watercolour Acrylics Range of pencils Pen Scissors Glue
			Landscape	a section or expanse of rural scenery, usually extensive, that can be seen from a single viewpoint. a picture representing natural inland or coastal scenery.	
4	2	Explore Paint experiments in paint	Composition	the arrangement and layout of artwork/objects.	<div>Have a go, let us know!</div>  SCAN ME
5	1	Visual analysis of David Hockney landscape work	Abstract	a piece of art that is not realistic. It uses shapes, colours and textures.	
6&7	4	Dedicated Improvement and Reflection time (DIRT).	Acrylic	Acrylic paint is easy to mix and fast drying making it the ideal painting medium. Plastic based.	
			Analysis	Picking apart a piece of artwork using the formal elements of Art and Design.	

Part	Key Learning	Disciplinary Literacy	Resources
1	<p>Data science- Part 1</p> <div data-bbox="161 142 866 492"> <div> <p>Positive correlation</p>  <p>The points lie close to a straight line, which has a positive gradient.</p> <p>This shows that as one variable increases the other increases.</p> </div> <div> <p>Negative correlation</p>  <p>The points lie close to a straight line, which has a negative gradient.</p> <p>This shows that as one variable increases, the other decreases.</p> </div> <div> <p>No correlation</p>  <p>There is no pattern to the points.</p> <p>This shows that there is no connection between the two variables.</p> </div> </div> <div data-bbox="880 142 1481 806">  <p>DATA SCIENCE LIFECYCLE</p> <p>01 BUSINESS UNDERSTANDING Ask relevant questions and define objectives for the problem that needs to be tackled.</p> <p>02 DATA MINING Gather and scrape the data necessary for the project.</p> <p>03 DATA CLEANING Fix the inconsistencies within the data and handle the missing values.</p> <p>04 DATA EXPLORATION Form hypotheses about your defined problem by visually analyzing the data.</p> <p>05 FEATURE ENGINEERING Select important features and construct more meaningful ones using the raw data that you have.</p> <p>06 PREDICTIVE MODELING Train machine learning models, evaluate their performance, and use them to make predictions.</p> <p>07 DATA VISUALIZATION Communicate the findings with key stakeholders using plots and interactive visualizations.</p> </div>	<p>Data Science: uses scientific methods, processes, algorithms and systems to extract knowledge and insights from structured and unstructured data and apply knowledge and actionable insights from data across a broad range of application domains.</p> <p>Correlation: is a relationship or connection between two or more things.</p> <p>Outlier: is a data point that differs significantly from other observations. An outlier may be due to variability in the measurement, or it may indicate experimental error.</p>	<p>SharePoint platform:</p> <p>https://eggbuckland.sharepoint.com/:f:/g/ict/EoYFKngQjKZHIvNxiGjIJ0BwCrMbGkvVVPmIZpiHeH8BQ?e=LmKmtC</p>
2	<p>Data Science- part 2</p> <p>The process of cleaning up the data is divided into five successive steps):</p> <ol style="list-style-type: none"> 1. Make a backup copy of the file/table 2. Data Quality – Setting Data Requirements 3. Analysis of the data 4. Standardization 5. Cleanup of the data 	<p>Data cleansing: is a process in which you go through all the data within a database and either remove or update information that is incomplete, incorrect, improperly formatted, duplicated, or irrelevant.</p>	<p>SharePoint platform:</p> <p>https://eggbuckland.sharepoint.com/:f:/g/ict/EoYFKngQjKZHIvNxiGjIJ0BwCrMbGkvVVPmIZpiHeH8BQ?e=LmKmtC</p>

Part	Key Learning	Disciplinary/Literacy	Resources
1	<p>Aim: Create a piece of drama from a given stimuli</p> <p>Use freeze frames to portray a character's life taken from a news article .</p> <p>Brainstorm the word "fame" and feedback answers.</p> <p>Devise two Freeze Frames/Still images – the good and bad sides of fame</p> <p>Thought – track some of the Freeze Frames and explain this technique.</p> <p>Back to brainstorms; choose one word or phrase from brainstorm</p> <p>Devise a scene using their new word or phrase as a stimulus</p>	<p>Devising – Creating a piece of drama from a starting point/stimulus.</p> <p>Improvisation – Working as a team or individually to explore ideas practically and create a performance.</p> <p>Characterisation – Creating a character; changing your voice and movement to play a particular role.</p> <p>Still Image/Freeze Frame</p> <p>A still image is when the action in a play or scene is frozen, as in a photograph or video frame.</p> <p>Elements to make it look interesting are: levels gesture space and facial expressions.</p> <p>You can use a still image at the start and end of a play.</p> <p>You can also use it during a performance to highlight a key moment.</p> <p>Role-Play</p> <p>Role-play is the acting out of a scene or performance in a particular role.</p> <p>Being a CHARACTER and being someone else/ acting as someone else.</p> <p>Split Stage</p> <p>Split stage is when two or more scenes are performed on stage at the same time.</p> <p>Remember to freeze. It helps to show different locations.</p> <p>Vocal Skills</p> <p>Tone of voice, Pitch, Pace, Pause, Volume</p>	<p>Performan ce skills - GCSE Drama Revision - BBC Bitesize</p>
2	<p>Aim : Create a piece of drama from a given stimuli- drama on a newspaper/magazine article</p> <p>Use a current newspaper or magazine article as stimulus and devise a scene showing how the article was researched. Was the celebrity's privacy invaded? What event happened?</p>		
3	<p>Aim: To use Split stage/split focus to portray the different sides of the story.</p> <p>Perform to the group and are to use spilt focus using performance skills.</p> <p>Rehearsal How did you come up with your improvised scenes? Where the performances clear? Did the fit with there article? Did you find staying in character hard? Was it clear who was talking and when? Which side of the stage was portraying which event?</p>		
4	<p>Aim: To use narration within your drama piece.</p> <p>Narration is the use of a written or spoken commentary to <u>convey</u> a <u>story</u> to an <u>audience</u>. To show the emotion of the characters. Narration is conveyed by a narrator: a specific person to deliver information to the audience, particularly about the <u>plot</u> (the series of events). Narration is merely optional in most other storytelling formats, such as films, plays, television shows, and video games, in which the story can be conveyed through other means, like dialogue between characters or visual action. How did you add narration into your devised theatre? How have you seen emotions of the characters? How did you show emotions of your character? Do you see any characters differently now?</p>		
5	<p>Aim: To use interviewing skills in role</p> <p>Now devise scene with newspaper reporter and one or two characters from previous scenes. This should be improvised and ideally the reporter should be from another group and should devise questions while watching group perform. This scene could show how journalists can betray / anger their subjects just to get a good story.</p> <p>You could see it as a scene from a Talk show.</p> <p>How did the Interviewer work? What where they like? Which ones where successful and why, was it down to the questioning?</p>		
6	<p>Aim: For all pupils to perform in front of peers. To develop presentation skills to the class. Perform their own devised theatre.</p> <p>Evaluation of performances How did the Interviewer work? What where they like? Which ones where successful and why, was it down to the questioning???</p> <p>What did you enjoy about the performances you watched?</p> <p>What could be improved and why?</p> <p>How did your performance go?</p> <p>What went well? What needs to be worked on?</p>		

Part	Key Learning	Disciplinary/Literacy	Resources
1	Introduction - Bread tasting Sensory evaluation – when you eat food you are judging its following characteristics: appearance, taste, smell and texture. All foods products need to be acceptable to eat by a wide variety of people. Sensory evaluation helps us to make sure that a food product meets expectation, allows us to compare it to another food product and check on the quality and shelf life of a food product over time. Bread is a staple food in much of the world. Bagels, pitta bread, soda bread, Naan bread and croissants are all examples of bread products from around the world.	Aroma – smell Mouthfeel – How a food product feels in the mouth. Sensory descriptors – words to describe the appearance, texture, taste and aroma of food Staple food – Foods which make up the main part of the traditional diet.	 SCAN ME
2	Bread is made from strong flour, yeast, salt and water. Fat is often added to extend the shelf life while sugar is added for sweetness, colour and to feed the yeast. The type of flour used to make bread is strong flour, which is high in a protein called gluten. Gluten forms when water is added to flour and mixed. Bread dough needs gluten to support the gas bubbles of carbon dioxide that are created during the making process to give bread a light texture. Yeast is used in leavened bread. Yeast produced carbon dioxide gas and rises the bread. Yeast is killed by too much sugar, salt and heat.	Prove – leaving dough to rise Gluten – Stretchy protein found in flour. Fermentation – The process when yeast converts sugars to give off carbon dioxide gas.	 SCAN ME
3	Pizza – Factors influencing different cuisines The climate or weather is a controlling factor for what farmers can grow. The landscape of a region governs which crops and animals are raised for food. In the north of Italy a hard wheat called Durum wheat can be grown due to the cooler climate. Durum wheat has a high gluten content perfect for making bread. Southern Italy has a warmer climate and is perfect for growing crops such as tomatoes and Olives.	Durum wheat – a hard wheat Climate - the weather conditions prevailing in an area in general or over a long period.	
4	Pasta is a food that contains starch, a carbohydrate which provides energy for our bodies. Starch is a complex carbohydrate, providing slower release of energy than simple carbohydrates such as sugars. Pasta especially wholemeal pasta is a source of fibre. Durum wheat flour is also used to make pasta as it is high in protein, holds its shape during cooking, making a stretchy dough. Basic pasta dough is made from flour, salt, eggs, oil and water. Pasta is available in different shapes and varieties – for example Farfalle – bow ties, Penne – tubes, Fusilli – twists. Different shaped pasta is designed to hold different styles of sauce.	Carbohydrate – one of the five nutrients – a macro nutrient. Whole grain – All the edible parts of the grain – the germ, endosperm and bran Al dente – firm to the bite, a description of the texture of correctly cooked pasta.	
5	Lemon drizzle cake - The benefits of eating fruit. A diet rich in a variety of fruits and vegetables can make us healthier. The aim is to eat at least five portions of fruit and vegetables each day. Try eating a rainbow of coloured fruit everyday to provide you with all the micronutrients your body requires. Fruits contain a variety of micronutrients especially vitamin C. They are also a good source of fibre. Adding fruit such as sultanas, strawberries, blueberries and lemon to a cake can add flavour, texture and colour to the dish as well as improve the nutritional value.	Creaming – the process of creaming fat and sugar together, which traps tiny air bubbles into the mixture Juice – to squeeze the juice from fruits or vegetables Zest - scrape off the outer coloured part of the peel of (a piece of citrus fruit) for use as flavouring.	
6	Macaroni cheese incorporates a cheese sauce using the roux method. A sauce is a well flavoured liquid which has been thickened. Sauces are added to food to provide colour, flavour and texture. They can bind different ingredients together, make a dish look appetising and attractive. Starch is the main food source of plants. It is made up of molecules of glucose. Starch is very useful because it can thicken mixtures – this is called gelatinisation.	Gelatinisation – the name of the process for when starch granules are mixed with a liquid and heated; they swell and break open, causing the liquid to thicken Roux – a mixture of melted fat and flour, which is used as a base of a sauce.	

Part	Key Learning	Disciplinary/ Literacy	Resources
1	<p>Timber is the term given to natural and manufactured wood used in products because timber comes from the natural source of trees. It's recyclable, renewable and reusable. There are two categories of natural wood; hardwoods and Softwoods. These names reflect the cell structure of the tree the wood comes from and not the strength or hardness of the wood.</p> <p>Hardwoods come from deciduous trees which can take hundreds of years to mature. For this reason, the timber from these trees is generally more expensive.</p> <p>Softwoods come from coniferous trees. These trees grow quickly, making softwood a highly sustainable readily available and less expensive than hardwoods. Softwoods absorb moisture more easily than hardwoods, so they're more likely to rot, this means they are most suitable for use in products designed to be used indoors. Softwoods aren't available in as many colours as hardwoods, but can easily be stained or painted to make them look like a more expensive hardwoods. Softwoods are commonly used in the construction industry as they are cheap and readily available.</p> <p>Pine is one of the most common softwoods. It has a straight grain and is a light yellow colour. Pine is easy to work and is used in interior construction, such as joinery and window frames, and for making low-cost furniture. If its surface is treated, pine can be used outside too, however it can be knotty and prone to splitting.</p>	Hardwoods Softwoods Manufactured Timber Recyclable Renewable Reusable Sustainable Pine Plywood Veneer Laminated	
2	<p>Manufactured boards use natural timber waste that is processed to form sheets. Manufactured boards are used to produce cheaper and lower quality products than those made with natural timber. Waste wood or low grade or recycled timber is used to give the product a natural pale brown finish. A veneer can be added to cover the rough finish of the manufactured timber and give the appearance of a better quality wood. A veneer is a thin slice of high quality wood that is bonded to the surface of a cheaper material to enhance its appearance.</p> <p>Plywood is a laminated board. Layers of wood veneers are glued at 90 degree angles to each other so the grain direction alternates. This makes plywood strong even when thin and means that it's stable in all directions. A layer of higher quality outer material is applied on the top and bottom to improve the appearance. Because of its stiffness and stability, plywood is often used for furniture, shelving and flooring.</p> <p>Manufactured boards have many advantages over natural timber. They can be produced using lower grade timber, making them more environmentally friendly. Manufactured boards have consistent properties throughout the board, making them more stable, less likely to warp or deform, and suited to high volume production. They are also manufactured in larger sheets than natural timber.</p>		
3-6	<p>Be able to use and name the following tools:</p>  <p>Be able to identify, describe and make a finger joint and a lap joint</p>  <p>Joints in wood provide a variety of levels of strength and structure. Joints are often glued with PVA to make them secure and permanent.</p> 	Dimension Working Drawing Try Square Rule Tenon Saw Bench Hook Bench Vice Chisel Coping Saw Lap Joint Finger Joint Evaluate Criteria Specification	  

Part	Key Learning	Disciplinary/Literacy	Resources
1	<p>Ferrous metals contain iron and may rust. Iron and steel can corrode – this is known as rust Rust is a compound called iron oxide and is formed when iron and oxygen react in the presence of moisture or water. Most ferrous metals are magnetic. Non-ferrous metals such as Aluminium don't contain iron. They are often more expensive than ferrous metals owing to their desirable properties which include: Lightweight, good conductivity, ductile and malleable and resistant to corrosion.</p> <p>Designers and engineers need to communicate sizes of components on an orthographic drawing. To avoid any confusion when reading these, it is important that sizes of parts are clearly labelled. To make sure of this, a standard, common method is used to show the sizes of an object. These standard 'rules' must be followed when recording sizes. In the UK, we follow the rules outlined in British Standards 'BS 8888'.</p>	<p>Ferrous Non Ferrous Corrosion Hardness Toughness Malleability Oxide Orthographic Dimension</p>	
2	<p>Marking out consists of transferring the dimensions from an orthographic drawing to a workpiece in preparation for the next step, machining or manufacture. The use of marking out is to provide guide lines to work to, to control the size and shape of a component, and to position and size any features, such as holes, required in the component.</p> <p>An orthographic drawing represents a three-dimensional object using several two-dimensional views of the object. It is also known as an orthographic projection. Orthographic projections are working drawings in either a first or third angle (we use third angle in the UK) projection and show each side of a design without perspective. They are essentially a 2D drawing of a 3D object. They are used to show an object from every angle to help manufacturers plan and carry out production.</p>	<p>Scriber Centre punch Steel rule Radius Diameter Circumference</p>	
3	<p>Steel can be joined by using a technique called brazing. A high temperature is needed for this and a brazing hearth is normally used. Brazing gives a permanent joint that is ideal for most metalworking projects in schools and colleges. In industry this technique is used on products such as bicycle frames where there is a need for a certain amount of flexibility in the joint.</p> <p>In simply terms, two steel parts are joined by heating them to a 'red' heat/colour and followed by applying a brazing rod to the joint. The brazing rod melts at a lower temperature than the steel and so it melts to form a molten liquid. This liquid brazing rod then flows along the joint between the two steel parts, aided by capillary action, filling any gaps and creating a strong and permanent joint.</p>	<p>Capillary action Annealing Ferrous Brazing Flux Oxidation</p>	
4	<p>Plastic dip coating provides a cost effective finish to metals. This type of coating offers surface protection combined with a decorative appeal, due to the vast range of colours that are available. Further to this, in many cases a powder coating improves the functionality of the product. Bike frames and car wheels are often powder coated as they spend the majority of their time outdoors and in conditions that will cause them to corrode/rust..</p>	<p>Dip coating Corrosion Polymer Plastic</p>	
5	<p>Structures All forms of civil engineering, mechanics or architecture requires the designers and engineers to have an understanding of materials, forces and structures. The complex world of making structures relies on understanding the mathematics of forces. Tensile strength, compression, torsion, load are all things that need to be considered when creating the built environment around us. As well as forces, understanding what properties a material possesses is vital to the functionality of a structure.</p>	<p>Tension Tensile strength Compression Torsion Load</p>	
6	<p>Engineers research An engineer uses science, technology and maths to solve problems. We can see engineering everywhere in the world around us, improving the ways we work, travel, communicate, stay healthy, and entertain. Today, the field of engineering offers more career choices than any other discipline! In the past, there were four major engineering branches: mechanical, chemical, civil and electrical. Today, the number of available engineering careers/degrees is vast.</p>	<p>Mechanical Chemical Civil Electrical</p>	

My Homework

Week						
05/09/2022						
12/09/2022						
19/09/2022						
26/09/2022						
03/10/2022						

My Homework

Week						
10/10/2022						
17/10/2022						

My Reading Record - To be completed at the end of each DEAR session

Date	Book Title	Pages	Main Events
05/09/2022			
06/09/2022			
07/09/2022			
08/09/2022			
09/09/2022			
12/09/2022			
13/09/2022			
14/09/2022			
15/09/2022			
16/09/2022			
19/09/2022			
20/09/2022			
21/09/2022			

My Reading Record - To be completed at the end of each DEAR session

Date	Book Title	Pages	Main Events
22/09/2022			
23/09/2022			
26/09/2022			
27/09/2022			
28/09/2022			
29/09/2022			
30/09/2022			
03/10/2022			
04/10/2022			
05/10/2022			
06/10/2022			
07/10/2022			

My Reading Record - To be completed at the end of each DEAR session

Date	Book Title	Pages	Main Events
10/10/2022			
11/10/2022			
12/10/2022			
13/10/2022			
14/10/2022			
17/10/2022			
18/10/2022			
19/10/2022			
20/10/2022			
21/10/2022			

September	Friday 9 th	Friday 16 th	Friday 23 rd	Friday 30 th
	THIS WEEK: %	THIS WEEK: %	THIS WEEK: %	THIS WEEK: %
		OVERALL: %	OVERALL: %	OVERALL: %
October	Friday 7 th	Friday 14 th	Friday 21 st	HALF TERM
	THIS WEEK: %	THIS WEEK: %	THIS WEEK: %	
	OVERALL: %	OVERALL: %	OVERALL: %	

How often have you been in the 100% Club this half term?

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
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Are you a Rising Star?



Attendance Matters: record your attendance at the end of each week and track your progress!

November	Friday 4 th	Friday 11 th	Friday 18 th	Friday 25 th
	THIS WEEK: %	THIS WEEK: %	THIS WEEK: %	THIS WEEK: %
	OVERALL: %	OVERALL: %	OVERALL: %	OVERALL: %
December	Friday 2 nd	Friday 9 th	Friday 16 th	CHRISTMAS HOLIDAYS
	THIS WEEK: %	THIS WEEK: %	THIS WEEK: %	
	OVERALL: %	OVERALL: %	OVERALL: %	

How often have you been in the 100% Club this half term?

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
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Are you a Rising Star?



Attendance Matters: record your attendance at the end of each week and track your progress!

January	Friday 6 th		Friday 13 th		Friday 20 th		Friday 27 th	
	THIS WEEK:	%	THIS WEEK:	%	THIS WEEK:	%	THIS WEEK:	%
	OVERALL:	%	OVERALL:	%	OVERALL:	%	OVERALL:	%
February	Friday 3 rd		Friday 10 th		HALF TERM			
	THIS WEEK:	%	THIS WEEK:	%				
	OVERALL:	%	OVERALL:	%				

How often have you been in the 100% Club this half term?

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
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Are you a Rising Star?



February / March	Friday 24 th	Friday 3 rd	Friday 10 th	Friday 17 th	Friday 24 th	Friday 31 st
	THIS WEEK: %	THIS WEEK: %	THIS WEEK: %	THIS WEEK: %	THIS WEEK: %	THIS WEEK: %
	OVERALL: %	OVERALL: %	OVERALL: %	OVERALL: %	OVERALL: %	OVERALL: %

How often have you been in the 100% Club this half term?

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
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Are you a Rising Star?



April/May	EASTER HOLIDAYS	Friday 21 st	Friday 28 th	Friday 5 th	Friday 12 th	Friday 19 th
		THIS WEEK: %	THIS WEEK: %	THIS WEEK: %	THIS WEEK: %	THIS WEEK: %
		OVERALL: %	OVERALL: %	OVERALL: %	OVERALL: %	OVERALL: %

May	Friday 26 th	HALF TERM
	THIS WEEK: %	
	OVERALL: %	

How often have you been in the 100% Club this half term?

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
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Are you a Rising Star?



June	Friday 9 th	Friday 16 th	Friday 23 rd	Friday 30 th	
	THIS WEEK: %	THIS WEEK: %	THIS WEEK: %	THIS WEEK: %	
	OVERALL: %	OVERALL: %	OVERALL: %	OVERALL: %	
July	Friday 7 th	Friday 14 th	Friday 21 st	SUMMER HOLIDAYS	END OF TERM
	THIS WEEK: %	THIS WEEK: %	THIS WEEK: %		
	OVERALL: %	OVERALL: %	OVERALL: %		

How often have you been in the 100% Club this half term?

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
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Are you a Rising Star?



[illegible]